

Learning Observation Instrument

Teacher Observation Version 1.1 | 2011-2012

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Prepared by AL Dillum

Revision History

Version	Date	Author	Change
1.1	8/4/2011	Lori Renfro	LEARNER ENGAGEMENT RUBRIC Element: Student-to-Student Interacton Change: Student-to-Student Interaction



Acknowledgement Page



The Learning Observation Instrument is the result of a collaborative effort between the six Maricopa County school districts implementing the Rewarding Excellence in Instruction and Leadership Program and the Maricopa County Education Service Agency. The purpose of this coordinated effort was to establish a rigorous, transparent, and fair evaluation system that recognizes excellence and supports the professional growth of teachers.

The following people/groups are acknowledged for their contribution in the development of the REIL Learning Observation Instrument:

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Arizona Professional Teaching Standards
DC Impact Teaching and Learning Framework
Framework for Teaching (Charlotte Danielson)
Glendale Elementary School District Teacher Evaluation Instrument
In-TASC Model Core Teaching Standards, CCSSO
Teacher Advancement Program Teaching Skills, Knowledge and Responsibility Standards (National Institute for Excellence in Teaching)
Teacher Improvement of Instruction Evaluation System (TIIES), Covey and Associates
Teach for Success Observation Protocol (WestEd)



Rewarding Excellence in Instruction & Leadership
Learning Observation Instrument (classroom teachers)

CONTENT RUBRIC

Aligns with In-TASC Standard 4 (Content Knowledge) and 5: (Application of Content)

The *Content* rubric is designed to support teacher understanding and implementation of effective learning experiences that make content accessible and meaningful for learners to assure mastery of the content. These experiences are facilitated through teacher understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

			5	4	3 Proficient	2	1	0
Element			Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
			Descriptors					
Conceptual Understanding			Guides students to create their own representations and explanations of concepts. Engages students in using simultaneous multisensory representations. (4a)	Incorporates multiple effective representations and explanations of concepts, throughout the lesson . (4a)	Incorporates effective representations and explanations of concepts that capture key ideas and details essential to building conceptual understanding in the discipline. (4a)	Incorporates representations and explanations of concepts that capture key ideas and details essential to building understanding in the discipline. (4a)	Incorporates representations and/or explanations of concepts that capture some key ideas to build understanding in the discipline. (4a)	
	Pre -Conf.	Post -Conf.						
Task Analysis (Organization of Content)			Anticipates student misconceptions related to background knowledge, vocabulary, and/or processes and incorporates sub-objective(s) that break the task into smaller steps/chunks. (4e, 4f, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, taught one at a time, and reflect prior learning . (4d, 4f, 7a, 7b, 7c)	Lesson objective(s), sub-objective(s), & materials are aligned to content standards, logically organized, sequenced, and taught/facilitated one at a time . (4f, 7a, 7b, 7c)	Lesson objective(s) and materials are sequenced and aligned to content standards. (4f, 7a, 7b, 7c)	Lesson objective(s) & materials are sequenced. (4f, 7b, 7c)	
	Pre -Conf.	Post -Conf.						

			5	4	3 Proficient	2	1	0
Element			Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
			Descriptors					
Connections to Content			Uses purposeful and strategic questioning, facilitation, and critical thinking strategies that result in students application of interdisciplinary knowledge through the lens of local and global issues . (5b, 5d, 5g)	Uses purposeful and strategic questioning & facilitation strategies that result in students applying disciplinary knowledge to real world problems. (5b)	Uses purposeful questioning strategies and activities to activate students' prior knowledge and guide them to understand, question, reflect and analyze ideas from diverse perspectives. (2d, 4b, 4d, 8f)	Uses questioning strategies and/or activities in order to develop students' understanding; guides students to question and/or reflect on ideas about the content . (4b, 4d, 8f)	Uses questioning strategies and/or activities to develop students' understanding of the content. (4b)	
Pre-Conf.	Observation	Post-Conf.						
Content Accessibility			Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty for all students within the lesson, as evidenced by adapted materials, modifications and tracking of relevant literacy performance data for each student . (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for all students at the sub-group level, as evidenced by adapted materials, student work, and modifications based on assessment data . (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for all students at the sub-group level , as evidenced in planning and assessment data . (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty for within the lesson for less than half (6%-49%) of the students , as evidenced in planning and assessment data . (2a, 2e, 5h)	Facilitates content accessibility by accommodating or modifying: the problems, complexity of text, and/or vocabulary to the correct level of difficulty within the lesson for some students (1%-5%) as evidenced in planning data. (2a, 2e, 5h)	
Pre-Conf.	Observation	Post-Conf.						

FORMATIVE ASSESSMENT RUBRIC

Aligns with In-TASC Standard 6: Assessment

The *Formative Assessment* rubric is designed to support teacher understanding and implementation of real-time (during & end-of-lesson) assessment as a strategy to monitor learner progress and to guide ongoing planning and instruction. Effective teachers use real-time assessments that are at the correct level of difficulty, aligned to standards-based objectives, and engage learners in demonstrating knowledge and skills. In addition, the effective teacher articulates & documents progress that learners have made in relation to the observed lesson objective.

				5	4	3 Proficient	2	1	0
Element				Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Descriptors									
Real-Time (during & end-of-lesson) Assessment	Assesses at the objective and sub-objective level to measure individual student progress. (1a, 6a, 6b, 7d)			Assesses at the objective and sub-objective level to measure student progress at the sub-group level . (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective (that elicit an overt response from nearly all students during the lesson and at the end of the lesson), and reviews elicited behavior in order to measure student progress to adjust instruction . (1a, 6a, 6b, 7d)	Utilizes appropriate real-time assessment(s), aligned to the lesson objective, that elicit an overt response from nearly all students. (6a, 6b)	Utilizes real-time assessment(s) to elicit an overt response from students. (6a, 6b)		
	Pre-Conf.	Observation	Post-Conf.						
Student Progress	Analyzes and articulates student progress to guide planning; nearly all students (95 -100%) meet the lesson objective. (6c)			Analyzes and articulates student progress to guide planning; most of the students (75-94%) meet the lesson objective . (6c)	Analyzes and articulates student progress to guide planning; nearly all students (95-100%) demonstrate progress (growth). (6c)	Articulates student progress; 75% -94% of students demonstrate progress (growth).	Articulates student progress; less than 75% of students demonstrate progress (growth).		
	Pre-Conf.	Observation	Post-Conf.						
Correct Level of Difficulty	Produces evidence that real-time assessment(s) are at the correct level of difficulty at the individual student level . (2c, 6a)			Produces evidence that real-time assessment(s) are at the correct level of difficulty at the sub-group level . (2c, 6a)	Produces evidence that real-time assessments are at the correct level of difficulty for more than half of the students, as evidenced by pre/prior assessment(s) and student work . (2c, 6a)	Articulates that real-time assessments are at the correct level of difficulty for more than half of the students . (2c, 6a)	Real-time assessment(s) are at the correct level of difficulty for less than half of the students. (2c, 6a)		
	Pre-Conf.	Observation	Post-Conf.						

INSTRUCTIONAL STRATEGIES RUBRIC

Aligns with In-TASC Standard 8 (Instructional Strategies)

The *Instructional Strategies* rubric is focused on specific instructional strategies that teachers utilize to ensure learners develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

			5	4	3 Proficient	2	1	0
Element			Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Descriptors								
Modeling	Or	Constructing knowledge	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for each sub-objective. (8d, 8e, 8f)	Explicitly models an exemplary product/ performance (free of distractions) by labeling steps or concepts, with precise academic vocabulary and clear articulation of meta-cognition, for more than one sub-objective. (8d, 8e, 8f)	Explicitly models an exemplary product/ performance by labeling steps or concepts, with articulation of meta-cognition. (8d, 8e, 8f)	Models an exemplary product/ performance by labeling steps/ concepts, or expression of meta-cognition. (8d, 8e, 8f)	Shows an example of a product/ performance. (8d, 8e, 8f)	
			<ul style="list-style-type: none"> ▪ Presents problem/situation and allows open-ended processing of thinking and prior knowledge to promote conceptual development. ▪ Scaffolds questions with increasing complexity or depth of content for each learner to gain thorough understanding and to clarify misunderstandings. ▪ Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning with the labels. (6f, 8d, 8e, 8i) 	<ul style="list-style-type: none"> ▪ Presents problem/situation and allows open-ended processing of thinking to promote conceptual development. ▪ Scaffolds questions with increasing complexity or depth of content to ensure student understanding and to clarify misunderstandings. ▪ Solidifies learning after constructed experience with clear labels, and students extend thinking to generalizations/conjectures and explain their thinking/learning. (8d, 8e, 8i) 	<ul style="list-style-type: none"> ▪ Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development. ▪ Scaffolds questions to class to guide understanding and clarify misunderstanding. ▪ Solidifies learning after constructed experience with clear academic vocabulary or labels. (8d, 8e, 8i) 	Presents problem/situation and allows open-ended processing of thinking or experimentation to promote conceptual development; asks questions to promote learning. (8d, 8e, 8i)	Presents problem/situation with discussion. (8d, 8e, 8i)	
Pre -Conf.	Observation	Post -Conf.						

			5	4	3 Proficient	2	1	0
Element			Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Descriptors								
Practice/ Aligned Activity			Engages students in examining their own thinking and/or learning as well as the performance of others ; students effectively provide support for one another as a member of a highly functioning learning community. (2b, 3b, 3c, 6d, 6f, 8d)	<ul style="list-style-type: none"> Provides sufficient, aligned practice or conceptual development activity for each sub-objective or constructed inquiry learning experience. Effectively guides and scaffolds students who need assistance and appropriately fades away or renews support as needed to ensure all students are challenged to move toward independence. (2b, 6d, 8d) 	<ul style="list-style-type: none"> Provides sufficient, aligned practice or conceptual development activity to support successful learning of the lesson objective before independent practice Actively guides and scaffolds individual students as they practice the objective and move toward independence (e.g., referencing posted steps, anchor charts, graphic organizers or templates, coaching, questioning). (2b, 6d, 8d) 	Provides opportunity for students to practice the lesson objective before independent practice is assigned; or provides opportunity during the conceptual development activity for students to work toward mastery of the lesson objective. (6d, 8d)	Assigns independent practice or conceptual development activity. (6d, 8d)	
Feedback (during the lesson)			Students accurately apply specific feedback to advance their learning. (6d)	Provides effective, corrective, academic feedback, with precise labels, that is specific to the learner and aligned to sub-objective content. (6d)	Provides effective , corrective, academic feedback in order to promote learning and retention that: (1) is aligned to the objective; (2) references a specific level of skill or knowledge, and (3) is timely. (6d)	Provides corrective academic feedback that references a specific level of skill or knowledge. (6d)	Provides academic feedback during the lesson. (6d)	
Monitor and Adjust			Utilizes appropriate overt responses, from all students at each sub-objective to either move forward or adjust one of the following: <ul style="list-style-type: none"> Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.). Changes the cognition level. (2b, 8a, 8b) 	Utilizes appropriate overt responses, from all students for most sub-objectives to either move forward or adjust one of the following: <ul style="list-style-type: none"> Adjusts instructional strategy (e.g., pacing, guided practice, questioning, knowledge of results, grouping, etc.). Changes the cognition level. (2b, 8a, 8b) 	Utilizes appropriate (provides relevant student performance information) overt responses, from most students (75% or more) at essential sub-objective levels to either move forward with/or adjust instruction. (8a, 8b)	Utilizes overt responses from at least half (50%) of the students to either move forward with/or adjust instruction. (8a, 8b)	Utilizes overt responses from less than half of the students to either move forward with/or adjust instruction. (8a, 8b)	

			5	4	3 Proficient	2	1	0
Element			Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Analysis of Instruction			Descriptors					
Pre-Conf.	Observation	Post-Conf.	Articulates how the results of this lesson fit into the long range planning for the content discipline , and identifies effective steps for increasing student learning at the individual student level for the next lesson. (4f, 7f,)	Articulates how the results of this lesson fit into the content discipline and identifies effective steps for increasing student learning at the sub group level for the next lesson. (4f, 7f,)	Accurately identifies strengths and/ or weaknesses of the lesson, based on analysis of student work/results, and identifies effective steps for increasing student learning for the next lesson. (4f, 7f,)	Accurately identifies strengths and/ or weaknesses of the lesson, based on analysis of student work/results. (4f, 7f,)	Identifies strengths and/ or weaknesses of the lesson. (4f, 7f,)	

LEARNER ENGAGEMENT RUBRIC

Aligns with In-TASC Standard 3 (Learning Environments), 4 (Content Knowledge), 5 (Application of Content),
7 (Planning for Instruction), and 8 (Instructional Strategies)

The *Learner Engagement* rubric is designed to support teachers with establishment of classroom environments that support authentic engagement in learning. The effective teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning. The teacher collaborates with learners to develop shared values and expectations for rigorous academic discussions, and individual and group responsibility for quality work. Engagement is both student-to-student and teacher-to-student, and is grounded in development of critical thinking skills focused on content specific process skills. This facilitates authentic engagement where students are not just compliant, but can see a connection between the assigned task and the results/outcomes, and that there is clear meaning and personal relevance.

			5	4	3 Proficient	2	1	0
Element			Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
			Descriptors					
Student-to-Student Interaction	Pre-Conf.	Observation	Students flexibly respond to shifts in conversation as they explore the topic; different students may emerge as experts (e.g., appropriately adjusts within the context, draws on multiple perspectives, challenges assumptions with justification and evidence). (4b, 4h, 5d, 6f, 8h)	Students engage in focused learning conversations to build on other students' thoughts/ideas (e.g., questioning, piggybacking, summarizing, clarifying, paraphrasing), demonstrating deep or extended learning. (4h, 5d, 6f, 8h)	Students engage in scaffolded (semi-structured) student-to-student academic dialogue (grammar, sentence complexity), aligned to the lesson objective; and they demonstrate individual accountability, equal participation, application of content vocabulary, and collaborative communication. (4h, 5d, 6f, 8h)	Students engage in structured , student-to-student academic dialogue, aligned to the lesson objective; and they demonstrate individual accountability and use of content vocabulary. (4h, 8h)	Students engage in student-to-student academic dialogue. (4h, 8h)	
	Post-Conf.							
Teacher-to-Student Interaction	Pre-Conf.	Observation	Elicits participation from all students consistently throughout the lesson for each sub-objective. Students equally participate and may hold one another accountable for engagement in activities and responses. (3c, 4h, 8h)	Elicits participation from nearly all (95%-100%) students for most sub-objectives , through a systematic progression of purposeful questions and activities that promote learning of the objective. (4h, 8h)	Elicits participation from most (85%-94%) of the students at significant points during the lesson, through purposeful questioning and activities that promote learning of the objective. Utilizes questioning strategies that require covert thinking and sufficient wait time before partner discussions and calling on individual students. Adjusts level of concern to promote mandatory participation through the following: time limits, calling on non-volunteers, pacing, proximity, and/or performance checks. (4h, 8h)	Elicits participation from more than half of the students during parts of the lesson, through questioning and activities that align to the objective. Utilizes questioning strategies that require covert thinking and sufficient wait time before calling on individual students. (4h, 8h)	Elicits participation from less than half of the students, during parts of the lesson, through questioning or activities. (4h, 8h)	
	Post-Conf.							

Element			5	4	3 Proficient	2	1	0
			Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
			Descriptors					
Authentic Engagement /Quality of Work			Facilitates authentic engagement by: (1) involving all students in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work; and (2) collaborating with all students to design and implement relevant learning experiences. (2a, 3b, 3c, 3d, 5f, 5g 7a, 8c, 8i)	Facilitates authentic engagement by assigning differentiated, meaningful tasks that require complex thinking , that most students associate with a result or outcome that has clear meaning and personal relevance. (2a, 3b, 3c, 3d, 8c, 8i)	Facilitates authentic engagement by assigning tasks that most students associate with a result or outcome that has clear meaning and personal relevance. (3b, 3c, 3d, 8c, 8i)	Assigns tasks that some students associate with a result or outcome that has clear meaning. (3d, 8c)	Assigns tasks that most students complete to avoid a negative consequence, or achieve an extrinsic outcome (e.g., reading a book in order to pass a test).	
Pre -Conf.	Observation	Post -Conf.	<p>Students use content-specific process skills and conceptual understanding (gained as a result of knowledge utilization) to provide a well-developed argument and rationale to defend position in written or oral presentation.</p> <p>Students monitor their thinking to ensure learning; seek knowledge about how they learn new concepts, facts, and procedures; and gain control in directing their solution process. (4c)</p>	<p>Students use content-specific process skills and conceptual understanding for analysis (e.g., classify, compare/contrast, predict, or construct/defend new conclusions) or knowledge utilization (e.g., problem solving, evaluating, decision making, experimental inquiry, designing, composing).</p> <p>Students analyze multiple texts, numbers, sets of data, and/or variables to formulate new conclusions, solutions, or products. (4c)</p>	<p>Students use content-specific process skills to analyze content and make new meaning not provided by the teacher (e.g., classify, compare/contrast, predict, or construct/defend new conclusions). (4c)</p>	<p>Students demonstrate comprehension of content (e.g., summarizing essential points, expressing learning in a graph or non-linguistic representation). (4c)</p>	<p>Students use knowledge retrieval skills to remember facts; answer questions; define and describe; perform math calculations; and/or follow lab steps. (4c)</p>	
Pre -Conf.	Observation	Post -Conf.						

LEARNING COMMUNITY RUBRIC

Aligns with In-TASC Standard 3 (Learning Environments)

The *Learning Community* rubric is designed to support teachers with establishment of a classroom learning environment that supports individual and collaborative learning, and that encourages positive social interaction, active engagement in learning, and self-motivation. The learning environment must motivate student learning through establishing interest, providing choices, making relevant connections, building understanding, assessing learning outcomes, developing close teacher-learner relationships, and creating a sense of belonging between and among learners. The teacher collaborates with learners to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

			5	4	3 Proficient	2	1	0
Element			Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Descriptors								
Routines & Procedures	Pre-Conf. Observation Post-Conf.		There is observable evidence that students assist each other in applying the routines and procedures. (3d)	Routines and procedures are effectively and consistently utilized and internalized by students to maximize additional instructional time.	Implements routines and procedures to increase instructional time and captures additional instructional time by minimizing transitions.	Implements routines and procedures to enable the classroom to run more smoothly.	Re-directs students to follow routines and procedures.	
Responsibility for Learning	Pre-Conf. Observation Post-Conf.		High expectations include learning experiences that empower the students to be self-directed learners who assume responsibility for productivity and maintain momentum without continuous monitoring.	Collaborates with students to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. (3a, 3c, 3e)	Conveys high expectations for learning using one or more of the following strategies: <ul style="list-style-type: none"> Focuses students on their academic and/or social goals. Encourages students to monitor their own work habits and take initiative. Encourages students to use strengths as a basis for growth and their misconceptions as opportunities for learning. 	Conveys high expectations for student work and behavior through statements of expectations, references to criteria for quality, and/or asking students to share with one another what is expected.	Assigns work to students and addresses misbehavior.	

			5	4	3 Proficient	2	1	0
Element			Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
Descriptors								
Monitoring and Responding to Student Behavior			Empowers students to proactively sustain a positive learning environment so that nearly all interventions are student-initiated.	Encourages students to develop self-monitoring and reflective skills to maintain a positive and productive learning environment. (3a, 3b, 3e)	Uses verbal and non-verbal cues in ways that demonstrate respect, and conveys the reason for the appropriate behavior in order to develop a collaborative community. (3f) If needed, provides prompt intervention in a respectful and effective manner when a student(s) does not meet community and/or performance expectations.	Uses strategies to effectively monitor and respond to student behavior. If needed, respectfully responds to student(s) who do not meet community and/or performance expectations.	Uses strategies to monitor student behavior and responds to disrespectful or off task behavior. .	
	Pre -Conf.	Observation						
Relationships			Students seek multiple perspectives and seek creative solutions to conflicts.	Collaboration among students is productive and focused on learning; students promote each other's learning. (3a, 3f)	Verbal and non-verbal student-to-student and teacher-to-student interactions are polite and respectful in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives students bring to the learning environment. (3a, 3f)	Facilitates polite and respectful teacher-to-student and student-to-student interactions. (3a, 3f)	The teacher is a thoughtful and responsive listener and observer. (3a, 3f)	
	Pre -Conf.	Observation	Students are supported by one another to take challenging risks and learn from their mistakes. (3a, 3f)					

PROFESSIONAL RESPONSIBILITIES RUBRIC

Aligns with In-TASC Standard 9 (Professional Learning & Ethical Practice) and 10: (Leadership & Collaboration)

The *Professional Responsibilities* rubric is designed to identify appropriate professional responsibilities in the context of the other rubrics embedded in the Learning Observation Instrument. The effective teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. The effective teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

	5	4	3 Proficient	2	1	0
Element	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
	Descriptors					
Engagement in Meaningful and Appropriate Professional Learning Opportunities	Contributes to the knowledge and skills of others (e.g., models effective practice for colleagues), and leads professional learning activities. 10(f)	<ul style="list-style-type: none"> Actively seeks out and participates in ongoing professional learning opportunities within and outside the school that directly address needs identified through examination of evidence of instructional effectiveness. Actively participates in and contributes meaningfully to required professional learning activities. (9a, 9b)	<ul style="list-style-type: none"> Seeks out and participates in ongoing professional learning opportunities within and outside the school that generally address needs identified through examination of evidence of instructional effectiveness. (9a, 9b)	<ul style="list-style-type: none"> Attends required professional learning activities. Seeks out and participates in optional professional learning opportunities. 	<ul style="list-style-type: none"> Attends required professional learning activities. 	
Collaboration with Colleagues	<ul style="list-style-type: none"> Actively engages with grade level or subject area colleagues on an ongoing basis in giving and receiving feedback on instruction, examining student work, analyzing evidence of instructional effectiveness, and sharing responsibility for student learning. (1c, 10a, 10b, 10i)	<ul style="list-style-type: none"> Actively engages within and across grade level or subject area colleagues in giving and receiving feedback on instruction, examining student work, analyzing evidence of instructional effectiveness, and sharing responsibility for student learning. Consistently seeks opportunities to share practices and learning with colleagues and to learn from them. (1c, 10a, 10b, 10i)	<ul style="list-style-type: none"> Actively engages with grade level or subject area colleagues in giving and receiving feedback on instruction, examining student work, analyzing evidence of instructional effectiveness, and sharing responsibility for student learning. Seeks opportunities to share practices and learning with colleagues and to learn from them. Relationships with colleagues are characterized by mutual support, respect, and cooperation. (1c, 10a, 10b, 10i)	<ul style="list-style-type: none"> Participates with grade level or subject area colleagues in sharing responsibility for student learning. Relationships with colleagues are cordial and respectful. 	<ul style="list-style-type: none"> Participates professionally with grade level or subject area colleagues. Relationships with colleagues are cordial, and respectful. 	
Element	5	4	3 Proficient	2	1	0

	Meets criteria at levels 3, 4, and 5.	Meets criteria at levels 3 and 4.				
	Descriptors					
Engagement with Families	<ul style="list-style-type: none"> ▪ Actively and authentically involves families on an ongoing basis in setting goals and expectations for individual student learning and development. ▪ Establishes mutual expectations for individual students in collaboration with families, and works with them to mutually develop and monitor strategies both at school and at home to support students in achieving those goals. <p>(10d)</p>	<ul style="list-style-type: none"> ▪ Actively and regularly involves families in setting goals and expectations for individual student learning and development. ▪ Establishes mutual expectations for individual students in collaboration with families, and works with them to develop and monitor strategies at home to support students in achieving those goals. <p>(10d)</p>	<ul style="list-style-type: none"> ▪ Involves families in setting goals and expectations for individual student learning and development. ▪ Communicates expectations for individual students to families, and works with them to develop and monitor strategies at home to support students in achieving those goals. ▪ (10d)	<ul style="list-style-type: none"> ▪ Communicates expectations for individual students to families, and works with them to develop and monitor strategies at home to support students in achieving those goals.	<ul style="list-style-type: none"> ▪ Communicates expectations for individual students to families.	
Communication with Families	<ul style="list-style-type: none"> ▪ Uses a variety of communication tools and strategies to regularly and frequently communicate with families regarding individual student learning and progress. ▪ Seeks regular and frequent information and feedback from families about students and the instructional program. <p>(10d, 10g)</p>	<ul style="list-style-type: none"> ▪ Uses a variety of communication tools and strategies to regularly communicate with families regarding individual student learning and progress. ▪ Seeks information and feedback from families about students and the instructional program. <p>(10d, 10g)</p>	<ul style="list-style-type: none"> ▪ Regularly communicates with families regarding individual student learning and progress. ▪ Responds fully to families' concerns about students, and follows up by providing information about progress or changes. ▪ Relationships with families are characterized by mutual support. <p>(10d, 10g)</p>	<ul style="list-style-type: none"> ▪ Communicates with families regarding individual student learning and progress. ▪ Responds to families' concerns about students. ▪ Relationships with families are cordial and respectful. <p>(10d, 10g)</p>	<ul style="list-style-type: none"> ▪ Provides required information to families. ▪ Responds to families' concerns about students. ▪ Relationships with families are cordial and respectful. <p>(10d, 10g)</p>	
Leadership	<ul style="list-style-type: none"> ▪ Seeks opportunities and accepts leadership roles at the district, state, or national level and advocates for learners, the school, the community, and the profession. ▪ Engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals. <p>(10c, 10k)</p>	<ul style="list-style-type: none"> ▪ Seeks opportunities and accepts leadership roles at the district level. ▪ Engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor progress toward those goals. <p>(10c, 10k)</p>	<ul style="list-style-type: none"> ▪ Seeks opportunities and accepts leadership roles within the school. ▪ Actively supports the school's shared vision and common goals. ▪ Contributes to improvement efforts within the school. <p>(10c, 10k)</p>	<ul style="list-style-type: none"> ▪ Participates in leadership opportunities when asked. <p>(10k)</p>	<ul style="list-style-type: none"> ▪ Understands and supports the school's shared vision and common goals. <p>(10c)</p>	